

## Week 2: Introduction to Web 2.0 and Blogs

January 23 – January 30

This week is broken down into two parts, a brief introduction to Web 2.0 and then a look at blogs. Each week you will have four sections of your work – **reading, exploration, assignment and discussion.**

[All of this is broken down in to easily digestible bits at the bottom of the page. That is also where you will find the articles and links. ]

For the Web 2.0 introduction, the exploration and assignment sections are going to go on through the next 7 weeks. Just **read** the introduction in Richardson (pages 1-10) for a look at 2.0 in education and Valenza for what it takes to be prepared to be a 2.0 librarian. Then **discuss** your opinions in the boards.

The blog section is the meat of this week's work. Before you get started, I would like you to take a look at Lee LeFever's Blogs in Plain English. It is a short film that explains the basics behind blogging. He has made a bunch of these, and I use them for professional development presentations a lot. They are funny and accessible.

Your **reading** will be Richardson pages 17-54. He gives a nice overview of blogging and even steps you through getting started with a blog of your own. (Very convenient since you will be doing that in the assignments section!) There is an article on blogging in elementary schools by Downes. Often blogging articles focus on older grades, so this is a fairly interesting look at blogging with younger kids. It is optional so feel free to work on the exploration and assignment first and if you decide you need more fodder for discussion, or if you are already familiar with blogging and didn't need that much time to get the assignment completed or if you are interested in elementary schools feel free to come back and take a look. There is also a great blog post from Brendan Halpin that gives an overview on Twitter.

The **exploration** section consists of, well, exploring the idea of blogs. Take a look at some education and library blogs. I have a list in the links you can peruse. The idea behind exploration is for you to become familiar with blogs. As you look around be keeping track of what you are viewing. You are going to be journaling this experience in your - *brand new blog!* (If you say this like Bob Barker on The Price is Right says - *brand new car!* - it will seem a little more exciting.) There is also a matrix of ways blogs can be used in education created by S. Leslie that you might find interesting.

You are also going to look at Twitter. Two years ago when I first taught this course there were several "What the heck is Twitter and what can it possibly be used for?" comments. And now it appears to be everywhere! Micro-blogging allows for short bursts of information that can be sent out over web, phone or other handhelds.

As I am sure you sussed out from the number of hints I have dropped, your blog is the main **assignment** for this week. (Signing up for Twitter is the other.) Richardson gave excellent directions for setting up a blog that should get you well on your way. If you

need more help, blogger.com (the most user-friendly of the blog sites you will be looking at) has excellent tutorials in the help section. I know that some of you are very comfortable with online technology already and some of you are new at this. Please work at your personal comfort level. If you are tech-savvy, don't be afraid to show off. If you are a beginner, don't be afraid to ask a bunch of questions.

Once you have created the blog, please email me your blog address. Once I have your address, I will give you a link in the sidebar of the class wiki. That way you can look at one another's' blogs if you like.

The discussion is where you talk about your ideas. Occasionally, you will mention an experience – but generally it will be about what you saw or read. Your blog will be about what you did.

Your blog is the “On-going, online collaborative publishing project (week 2 – 14)” mentioned in the syllabus. The nice thing about a blog is that you can constantly play\* with it so don't freak out if it isn't exactly as you would like it to be right away. You will have the rest of the course to fine-tune it. All I ask is that you use it. You will have as part of your assignment each week “recount your \_\_\_\_\_ experience in your blog” so your blog will be with you for a while. Feel free to use it for more than just the assignments. And send your link to others if you like. It is fun to get comments on what you have written.

\*You will find that I will be using the word “play” a lot, or “fiddle with”, or “mess around”. That is because even though these are tools that can be used for serious learning, they are also fun to, well, play with! If you start looking at an application and it does nothing but frustrate you, just make a note of it and move on. Not every application is going to be useful for everyone. You want to get an overview here so that when something comes up in your professional life, you can bang around the recesses of your mind (or check your blog!) and pull out that application. Blogs and Wikis are pretty important but in weeks 4-7 when you have a huge list of things to look at, you are not going to want to spend the same amount of time on all of them.

### **Reading:**

Richardson, Will. Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms. (2nd ed.) Thousand Oaks, CA: Corwin Press, 2009. **pages 1-10 and 17-54.**

LeFever, Lee. “Blogs in Plain English”. Common Craft, 2007.

[http://www.teachertube.com/view\\_video.php?viewkey=367ab9eed5af82966a48](http://www.teachertube.com/view_video.php?viewkey=367ab9eed5af82966a48)

Valenza, Joyce Kazman. "Fully Loaded: Outfitting a Teacher Librarian for the 21st Century. Here's What it Takes." School Library Journal. January 1, 2011.

[http://www.schoollibraryjournal.com/slj/printissuecurrentissue/888448-427/fully\\_loaded\\_outfitting\\_a\\_teacher.html.csp](http://www.schoollibraryjournal.com/slj/printissuecurrentissue/888448-427/fully_loaded_outfitting_a_teacher.html.csp)

Halpin, Brendan. "Twitter: The Missing User Guide." December 28, 2012.  
<http://www.brendanhalpin.com/girlinacage/2012/12/the-unofficial-missing-twitter-user-guide.html>

### **Exploration:**

<http://supportblogging.com/Links+to+School+Bloggers>

This is a huge list that is categorized by user – teachers, librarians, parents administrators and more. Be careful you could fall into this for hours!

<http://www.edtechpost.ca/gems/matrix2.gif>

This is a matrix of uses for blogs in education

Blogger, LiveJournal, EduBlogs and WordPress are all different blogging sites. Feel free to look at the different formats, but I (and Richardson) recommend you use Blogger for this class.

<http://www.blogger.com>

<http://www.livejournal.com/>

<http://edublogs.org/>

<http://wordpress.com/>

<http://www.twitter.com>

<http://twiducate.com/>

<http://todaysmeet.com/>

<http://www.edmodo.com/>

### **Assignment:**

Set up a blog [using blogger] for recounting the rest of the course. Email me the link – lbs850@gmail.com

Set up a twitter account and send me your username. And send out a few Tweets. It's fun!

### **Discussion:**

Discuss your findings in the yahoogroup. Don't forget to follow the rubric.